TCAP Achievement, Grade 3, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

Content	
SPI#	State Performance Indicator
3.1.4.	Identify setting, characters, and plot in a reading situation.
3.1.10	Identify different forms of text as poems, plays, or stories.
3.1.14	Determine the sequence of events in a story.
3.1.15	Recognize basic plot features of fairy tales, folk tales, fables, and myths.
3.1.22	Determine the problem in a story and recognize its solution.
Grammar Conventions	
SPI#	State Performance Indicator
3.3.1	Identify correctly used capital letters with dates and addresses
3.3.2	Select the simple subject and predicate of a sentence.
3.3.3	Recognize correct capitalization and end punctuation within context.
3.3.4	Identify the correct use of nouns, (i.e., as subjects, singular and plural), verbs (i.e., present, past and future tense), adjectives, (i.e., comparative and superlative) within context.
3.3.5	Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.
3.3.6	Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.
3.3.7	Choose the correct formation of contractions and plurals in context.
3.3.10	Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to, too, two; there, their, they're).
Meaning	
SPI#	State Performance Indicator
3.1.11	Identify the stated main idea of a reading selection.
3.1.12	Identify stated cause and effect relationships in text.
3.1.13	Distinguish between fact and opinion within text.
3.1.18	Select questions to focus and clarify thinking while reading.
3.1.19	Determine appropriate inferences from text.
Techniques and Skills	
SPI#	State Performance Indicator
3.1.3	Recognize the parts of a book (e.g., table of contents, glossary).
3.1.20	Recognize how illustrations support the text.
3.1.21	Select information using available text features (e.g., maps, charts and graphics)
3.2.14	Identify the most reliable source of information for preparing a report.
3.3.8	Identify correctly (or incorrectly) spelled words in context.
3.3.9	Rearrange and identify words in alphabetical order (e.g., lists, telephone directory).
Vocabulary	
SPI#	State Performance Indicator
3.1.1	Identify and/or select rhyming words.
3.1.2	Distinguish individual sounds, including consonant blends, within words.
3.1.5	Recognize root words and their various inflections (walks, walking and walked).
3.1.6	Determine word meaning within context using prefixes and suffixes.
3.1.7	Recognize grade level compound words, contractions, and common abbreviations within context.
3.1.8	Select appropriate synonyms and antonyms within context.
3.1.9	Determine word meanings through the use of context clues.
3.1.16	Recognize grade appropriate vocabulary within context.
3.1.17	Determine correct meaning/usage of multiple meaning words.
Writing/Organization	
SPI#	State Performance Indicator
3.2.1	Complete a simple graphic organizer (e.g., webbing) to group ideas for writing.
3.2.4	Rearrange events in sequential order.
3.2.5	Choose a topic sentence for a paragraph.
3.2.6	Select the best title for a text.
3.2.7	Rearrange sentences to form a sequential, coherent paragraph.
3.2.9	Rearrange a story sequentially with a logical beginning, middle and ending.

3.2.12	Complete a graphic organizer (i.e., chart, graph, diagrams) arranging information to be used in a writing sample

Writing Process	
SPI#	State Performance Indicator
3.2.2	Identify the purpose for writing (i.e., to entertain, to inform, exhibit knowledge, response to a picture, story or art).
3.2.3	Choose the most specific word to complete a simple sentence.
3.2.8	Identify unnecessary information in a paragraph.
3.2.10	Choose a supporting sentence that best fits the content and flow of ideas in a paragraph.
3.2.11	Identify the audience for which a text is written.
3.2.13	Select the best way to combine sentences within context in order to provide syntactic variety.
3.3.11	Select the compound sentence that correctly combines two simple sentences.